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ABSTRACT

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this proposed teacher education program attempts to represent a systematic orientation, induction, preparation, and professional continuum which eliminates the abrupt lines of terminal experiences normally associated with current agencies preparing teachers for the culturally different. The proposed model, which is designed to place decision making power at the local school system level, consists of: (1) Phase 1, the preservice component, which is intended to prepare student teaching and professional university interns as well as clerical, teacher, and technical aides; (2) Phase II, the inservice component, which is designed to serve first year teachers of minority students and teachers who have been actively involved in teaching these students; and (3) Phase III, the graduate or internship component. The objectives, implementation strategies, and other information are provided for each component. In addition to the proposed program, a discussion of qualities needed by effective teachers and descriptions of three agencies preparing teachers for the culturally different are included. Related publications are available as VT 018 540-VT 018 544 in this issue. (SB)

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TEACHER EDUCATION FOR THE CULTURALLY DIFFERENT

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U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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PREFACE

A basic tenet of career education is that the educational system must be responsive to the needs of each individual. Educators should possess a genuine sensitivity combined with cultural understanding of the unique individuals for which they are responsible.

Teacher educators must develop attitudes, in addition to teaching skills, in future teachers. The author sets forth suggestions for teacher educators in developing students to work with the culturally different.

Special recognition is due Henry E. Schmitt, Director, Multicultural Teacher Education Center, Rough Rock Demonstration School, Chinle, Arizona, for his scholarship in the preparation of this paper while serving as a visiting staff member at The Center for Vocational and Technical Education, Columbus. J. David McCracken of The Center staff served as Project Director. Alice J. Brown of The Center staff provided editorial assistance. Recognition is also due B.B. Archer, Florida A & M University, Tallahassee; Doris Manning, University of Arizona, Tucson; Vincent Feck, College of Education, Western Kentucky University, Bowling Green; and Sopholia F. Parker, Hampton Institute, Hampton, Virginia; who served as consultants and reviewers for this paper.

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INTRODUCTION

The world rolls on,
Time presses.
Ten thousand years are too long!
Seize the day! Seize the hour!

- An Impatient Chinese Revolutionary -

The multicultural teacher education activity contained herein is based upon the humane qualities that the beginning teacher should overtly and covertly transmit to culturally different children, youth, and adults. This calls for simultaneous changes in the teacher's attitudes, knowledge, understandings, behavior and pedagogical skills toward the culturally different with whom he or she will serve.

If a "person-oriented" -- "student-centered" teacher is to be successfully prepared for the culturally different, the following attributes are deemed a responsibility of teacher preparation:

* sensitivity to young men and women in relationship to a changing social order;
* ability to develop individuals rather than materialistic things;
* mastery of the art and science of the facilitation-learning processes;
* specialization within his own profession;
* willingness to scrutinize new and innovative instructional media;
* possession of a capacity to articulate program goals and objectives;
* exhibition of an optimistic attitude toward his contributions to the total educational scene; and
* display scholarly insight regarding the interpretation and use of empirical research, and the capacity for continued self-renewal.

It is the author's point of view that forty-five million culturally different i.e., Black Americans, Appalachian Whites, Native American Indians, Spanish Americans, Mexican Americans, Puerto Ricans, and migratory farm laborers have neither shared in the economic and political power structure nor received equitable rewards in a society characterized by urbanization and cybernetics. If a new day is to dawn for the culturally different, quality educators must become the fountainhead for bona fide change. Anything short of this manifestation will not suffice!

A brief note regarding the semantics of this paper is perhaps in order. The term "disadvantaged persons"

> means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons...unless such persons also suffer from the handicaps described in this paragraph (U.S. Office of Education, 1972:2).

Nevertheless, the reader must be aware that to the psychologist this population is identified as the culturally deprived; to the anthropologist this group is the alien culture; to the special educator they are exceptional children; to the educator these are youth with special needs; and to the home economist they are people with scarce resources. The central point is that many of these descriptions present a negative connotation as perceived from the group of people in question.

> They define educability in terms of ability to perform within an alien cluture....Educability, for culturally different children, should be defined primarily as the ability to learn new cultural patterns within the experience base and the culture with which the child is already familiar (Baratz and Baratz, 1970).

Therefore, the term "culturally different" will be used throughout this publication.

To further minimize the possibility of misconceptions, misunderstandings and misinterpretations, the following terms have been defined for this publication:

1) Beginning teacher. A beginning teacher includes any person engaged in the facilitation-learning processes of the culturally different, for the first time. The term "teacher" implies human warmth, discipline, knowledge, empathy, friendship and mutual respect. Specifically, a beginning teacher could be categorized as a pre-student teacher, student teacher, professional intern, first year teacher, teacher aide, or an experienced teacher working for the first time with a culturally different group.

2) Multicultural Teacher Education Program. The term program means an established practice or custom distinguished from the term theory. It then follows that a multicultural teacher education program depicts a successful and comprehensive practice or custom that has been implemented in the real world of the culturally different.

3) Native Americans. The term Native Americans versus Indians or American Indians was selected for use throughout this publication because it places a more humane connotation on a group of human beings that have perhaps been the most stereotyped, the most oppressed, and the most dehumanized culturally different group in America. It was also chosen to instill nationalist pride just as the term black has replaced Negro or colored in the current educational jargon.

This proposed teacher education program attempts to represent a systematic orientation, induction, preparation, and professional continuum which eliminates the abrupt lines of terminal experiences normally associated with current agencies preparing teachers for the culturally different. It is firmly entrenched in professionalism, individualism, egalitarianism, and spiced with a rigor for self-renewal. Yet the overriding question still remains; do enough people in power positions believe the cause is worth the effort?

THE CURRENT DILEMMA

Without question it is now five minutes before midnight concerning teacher education for the culturally different throughout America! Much discussion within the halls of academe has been centered around the topic of teacher preparation for Black Americans, Native Americans, Spanish Americans, Mexican Americans, Appalachian Whites, Migratory Laborers, and Puerto Ricans. Yet, careful scrutiny of the current research literature, contemporary writers, colleges of education, and state departments of education reveal the following situations: (1) minimal efforts have been made in the area of teacher preparation for the culturally different; (2) at this point in time, bona fide teacher preparation programs for the culturally different have not been launched due to lack of qualified personnel and finances; (3) the few teacher preparation programs initiated for the culturally different have been piecemeal, terminal in duration, and thus lack educational continuity and comprehensiveness; and (4) there exists a chasm between theoretical advocacy and practical behavioral acquisition (Schmitt, 1970).

A Question of Political and Economic Commitment

The truth of the matter still persists. There exists a lack of political and economic commitment on the part of most educational agencies involved with the mission of preparing quality teachers for the culturally different. Quite simply this means that the same political and economic commitment that has provided the American citizenry (i.e., the majority) with electricity, television, automobiles, airplanes, computers, atomic energy,

and man's walk on the moon, must now be placed in the arena of teacher education for the culturally different.

Qualified Teaching Personnel

A second enigma facing teacher preparation for the culturally different is the lack of competent teachers of human interaction, knowledge, wisdom, and skills. Hitherto, few university teacher education programs have adjusted their professional courses or field experiences to prepare "new" teachers to cope with the specific learning, cultural, sociological, behavioral and professional situations unique to specific minority populations. Consequently, many new teachers dealing with the culturally different have not received adequate or realistic teacher preparation in breaking down stereotyped thinking, in developing an appreciation of the resourcefulness of a culturally different society.

> Proper education of the teacher will lead him to examine his own human prejudices generally and, specifically, his racial prejudices, and it will discipline him in the techniques of handling problems of interpersonal relations that arise from racial prejudices in his students and their parents (Smith, et al., 1969:20).

If teachers leaving university teacher preparation programs do not possess the attributes of both empathy and rapport, ultimately, only those teachers possessing a high measure of "missionary zeal" will be attracted to school systems in the central cities, in the mountains of Kentucky, in the migratory farm camps of California, and on the Native American reservations. Missionary zeal can miss the mark by providing a sense of accomplishment to the uninitiated while in no way improving the actual situation.

Attrition of Teachers

Many teachers approach new teaching situations in culturally different settings with enthusiasm but are ill prepared for the role. They often find children "...wild and nearly impossible to teach," spending each day trying to maintain some sort of order or discipline, ending the day exhausted and defeated (Larson and Olson, 1969).

> ...Any teacher's first year is difficult....Nor do I deny that this teacher is trying to do a good job. In fact, I feel she is a creative teacher....The sad thing is that she is not really prepared to teach inner city children, and is not receiving any constructive advice on how to teach them. She herself admitted that her college courses did not prepare her for anything like this.
>
> Even more unfortunate is the change taking place in her own mind....Instead of becoming less prejudiced, she is becoming more and more convinced of prejudices she may have held or heard (Larson and Olson, 1969:61).

Had such a teacher been adequately prepared through a viable multicultural program of teacher education, the chances of success and a lifetime professional commitment would have been greatly enhanced.

Recruitment of Teachers from Different Cultures

Recruitment of people from the culturally different must become paramount for realistic interaction between teacher and learner. Role identification, modeling, self actualization, self esteem, and human dignity become critical ingredients as the culturally different learner perceives his role in a given sociocultural world. Research by Rosenthal and Rubin (1971) has made this point clear. Augmenting this study is further research data that disclosed the single most important factor in recruiting prospective educators is the actual teachers who interact daily with learners. If there exists a limited or in some cases the absence of effective

culturally different teachers in school systems serving minorities, is it any wonder why a black youth can better identify with the street people? In many black communities these are the people who possess social status and money.

Considering Native Americans, the following example points out the acuteness of this problem. Over 60,000 Navajo students attend reservation schools, however, of the 900 teachers serving these students, less than three percent are Navajo. More appalling is the fact that less than one percent of all administrators on the reservations are Navajo! Furthermore, 90 percent of the Navajo youth who do complete high school and attend off-reservation colleges fail to complete their course of studies according to Fuchs (1972). These statistics represent the rule rather than the exception among all Native Americans.

Obviously all agencies dealing with teacher preparation for the culturally different must go to the central cities, to the mountains, to the farm camps, and to the reservations in an effort to recruit increased numbers of teachers for the educational profession. Nevertheless, there exists a real danger in this recruitment policy if teacher education institutions continue the same lock-step programs that have prevailed in the past. This danger is one of expecting the culturally different to survive the awesome cloister of irrelevant teacher education models; an alien world of academe; lack of socio-cultural empathy; and negation of the real world to the theoretical world. Unless these situations are corrected, traditional recruitment efforts shall become abortive missions.

QUALITIES DEEMED NECESSARY FOR EFFECTIVE TEACHING

Erroneous conceptualizations about the culturally different must be exposed and questioned before teachers attempt to interact with students who are culturally different. For example, Baratz and Baratz (1970) report two schools of prevailing thought: the traditional racist approach, viewing deprivation by a genetic code; and ethnocentric social pathologists approach, viewing deprivation as a result of the family environment. The facilitation-learning process often fails with both approaches because differences are too often interpreted as deprivation. "We must realize that we cannot really have individual freedom and self-development until we cultivate sincere respect for differences" (Gordon, 1970).

Attitudinal Changes

It is imperative that attitudinal changes become the pinnacle for effective preparation of teachers serving culturally different populations. Acceptance, respect, compassion, understanding, and empathy are foremost attributes (attitudinal) with pedagogical skills representing secondary attributes. Seldom will culturally different students tolerate phonies or imposters to direct their educational destiny!

Competency Base

Viewed by an interdisciplinary team, Tuckman and O'Brian (1969) offer the following teacher competencies:

1) Understand the unique personal, family, community, social and economic problems of this group.

2) Minimize cultural and ethnic differences by avoiding conspicuous style of dress, inappropriate speech patterns or condescending attitudes.

3) Communicate with the disadvantaged by utilizing simple direct vocabulary, without being patronizing; making genuine identification with the needs of the students; avoiding sarcastic, judgmental or moralistic tones; and taking a positive, optimistic and encouraging approach.

4) Cooperate with teachers, counselors and other professionals in dealing with the reluctance, fears and ambivalences of the disadvantaged. The goal is to aid the student to gain confidence in his ability to learn, achieve and experience success.

5) Adjust teaching approaches to the styles and rate of learning of the disadvantaged by using step-by-step targets, stressing the concrete and literal rather than the theoretical and abstract, and pace his progress to the students' abilities while not underestimating their potential.

Goldberg's (1963) research provides an excellent summarization of the teacher "style" deemed necessary for success with culturally different students.

> The successful teacher meets the disadvantaged child on equal terms, as person to person, individual to individual. But while he accepts, he doesn't condone. He sets clearly defined limits for his pupils and will brook few transgressions. He is aware that, unlike middle class children, they rarely respond to exhortations intended to control behavior through invoking feelings of guilt and shame. He, therefore, sets the rules, fixes the boundaries, establishes the routines with a minimum of discussion. Here he is impersonal, undeviating, strict, but never punitive. Within these boundaries the successful teacher is businesslike and orderly, knowing that he is there to do a job. But he is also warm and outgoing, adapting his behavior to the individual pupils in his class. He shows his respect and liking for his pupils and makes known his belief in their latent abilities.

Psychological and Physiological Readiness

There is minimal documentation of the psychological and physiological readiness for teachers of the culturally different. Psychologically, the teacher must become attuned to the "gaming" techniques employed by populations

alien to his own; the meaning of various jive or cultural communications; nonverbal awareness communiques; and the "tests" of manhood/womanhood normally sought out by these youth and adults. This issue comes into clear focus upon examining the following verbal abstracts:

MOTTO

I play it cool
and dig all jive
That's the reason
I stay alive

My motto,
As I live and learn, is:
Dig and be dug
In return

Langston Hughes

vs.

To thine own self be true,
And it must follow, as the
night the day,
Thou canst not then
be false to any man.

Shakespeare

Would the average teacher understand what it means to "Dig and be dug in return"? Or would the average teacher be more apt to understand Shakespeare's thoughts?

Nonetheless, Goldberg (1963) succinctly concludes that both abstracts are complex symbolisms used in special systems of communications, of functional computational skills, selective recall, association and generalizations, and accurate perception of some social, psychological and physical scheme.

Other psychological gaming techniques worth mention are those of "One-upmanship," the "dozens," and rhetorical verbalizations. Oneupmanship can take many forms, but is normally used to determine where a person is coming from, i.e., "What bag are you coming from man, where is your head?" Typical examples of this game would be open verbal confrontation between a group of blacks and a group of whites whereby a black youth might call a white youth a disparaging name in order to rankle him or to ellicit a like response from the white youth. The "brothers" might use this same game on each other,

precisely to determine one another's standing in the group. The "dozens" is a paternal game whereby the participants attempt to degrade the opponent's mother, father, sister, and/or brother to the lower ranks of crudeness and ruthlessness.

The point of this aforementioned discussion is how one deals with conflict resolution and how one reads the authenticity of such games. Emotionalism (the antithesis, keep "cool," brother) must not replace sound decision-making as people with divergent views interact. If the former takes precedence, rapport and mutual trust will not crystalize between the teacher and the learner.

Physiological readiness is associated with the daily tasks of participating in the school and community activities unique to a given culturally different population. If teachers are sincere about becoming a cosmos totality of the community, they must go to the action domains of the community. Precisely, this means that teachers should engage in field activities, be they "rap" sessions with community people or more direct but extreme measures such as: Spending a Friday or Saturday night in the emergency ward at the community hospital; visiting drug rehabilitation centers; purchasing goods and services in the community; attending social functions, i.e., music festivals and dances, religious ceremonies, church services, athletic events, and community action events. All of these formal and informal activities will lead to a sharing and understanding of feelings, attitudes, and current localized issues as perceived from a culturally different standpoint.

A lesson is clearly learned by teachers who choose to participate in community activities: the everyday milieu of these people is deeply entrenched in massive stimulated (physical) activities which provide both

psychological relief of existing conditions and self renewing paradigms for day by day survival. Obviously these activities require a great deal of energy and physical-psychological fitness.

In addition to the relief-renewing syndrome, the keen teacher can accrue the following benefits: (1) an understanding of how alien certain aspects of schooling can be to the everyday on-the-street environment; (2) an understanding of modes of effectual communications; (3) an understanding of how facilitation approaches should be oriented from a learner perspective; and (4) an understanding of how the concepts of listening, honesty, mutual trust, and rapport can be incorporated into genuine classroom interaction.

Idealism vs. Realism

Many prospective teachers completing four or five years of higher education are obsessed with idealism as they enter the real world of culturally different education. This attribute is good. However, what most beginning teachers fail to realize is that the university environment does not necessarily represent a microcosm of the real world of the culturally different.

Things learned in college classrooms about alien cultures may have little practical reality. Militant ideology and the siege of Alcatraz by Native Americans (in this case Red Power advocates) may have absolutely no impact on the Navajo youth attending Rough Rock Community High School in Rough Rock, Arizona. Food, shelter, clothing, money, and command of the fundamental processes are in fact the more basic needs of these Navajo youth. Once these needs have been satisfied, then the basic ideologies of the American Indian Movement (AIM) can be suggested, implemented, and carried out. The issue thus becomes a question of timing. The same situation exists for other

culturally different groups. For example, it is generally understood that a young black's Afro hair style does not imply that he digs Eldridge Cleaver, H. Rap Brown, Bobby Seale, or Angela Davis. In the same vein, it follows that appearance should not be confused with state of mind or a categorization of militancy.

In considering realism in education, one immediately thinks of such critic-reformers as Ivan Illich, Paul Goodman, John Holt, John Friedenburg and others. Unfortunately, the beginning teacher often lacks the width and breadth of intellectual and practical insight to launch veracious programs based upon the premises espoused by these critics. The end process could be a group of frustrated teachers attempting to deal with learner chaos. The essential ingredient missing is a systematized praxis that will lead to creativity, liberation and ultimately, freedom. And when these serious attempts to innovate fail, school administrators are likely to tighten the reins on further educational innovation. The point might be aptly set forth in another light: culturally different children, youth and adults must not be placed in a position of becoming educational guinea pigs at the expense of pseudo-educational reformers.

A DESCRIPTION OF THREE AGENCIES PREPARING TEACHERS FOR THE CULTURALLY DIFFERENT

Three principal agencies largely responsible for the preparation of teachers for culturally different populations have been the Teacher Corps, Volunteers in Service to America (VISTA), and university teacher colleges. These programs range from "stop-gap" measures such as three to six lectures on the subject to sophisticated master's degree programs. A way for prospective teachers to gain an understanding of the attitudes, aspirations, and frustrations of other cultures is for them to participate in clinical experiences. A program designed to provide such experiences will also be described.

Rather than explore the entire gamut of teacher preparation programs, only the basic philosophies, implementation processes, and successful results shall be carefully and briefly examined.

College and University Teacher Preparation Programs

Empathy is perhaps the best term that summarizes the universities' basic premises for effective teacher preparation. Essential aspects in developing this concept include: (1) Interdisciplinary approaches between such disciplines as sociology, psychology, social psychology, economics, Black Studies, Native American Studies and anthropology; and (2) Orientation workshops, professional field experiences, academic internship programs, sensitivity training, social awareness practica and human relationship institutes.

The typical goals and objectives of university teacher education programs, such as the Project Beacon Training Program, Ferkauf Graduate School of Education, Yeshiva University, circumscribes the following (Roberts and Wilkerson, 1969):

1) Understanding of the biological, social, and psychological forces that shape human development and learning in general, and of the special influences affecting the development and learning of disadvantaged children and youth.

2) Understanding of community organization and process in general, and as reflected in depressed area urban communities.

3) Understanding of modern principles of curriculum development and teaching methods, and of adaptations required for the effective guidance of learning by socially disadvantaged children and youth.

4) Skill in classroom instruction and management in depressed area schools.

5) Empathy with socially disadvantaged people's ability to interact with them effectively for the attainment of worthy school and community goals.

6) Readiness and ability to use techniques of educational research in approaching problems in the education of disadvantaged youth.

7) Abiding commitment to professional service in depressed area urban schools.

During the past decade, predominately black southern universities have successfully prepared teachers for both urban and rural school systems. To a large extent the same modular scheme for teacher education programs found in major white institutions has been followed by the black universities. However, there is evidence supporting the claim that black universities such as Florida A & M University in Tallahassee; Clark College in Atlanta; Jarvis Christian College in Hawkins, Texas; Livingston University in Salisbury, North Carolina; and Norfolk State College in Norfolk, Nebraska have taken the lead regarding implementation of innovative preparation models.

For example, Florida A & M University requires that all students enrolled in the Department of Early Childhood and Elementary Education spend six hours per week during their freshman year observing the facilitation-learning processes in local Tallahassee schools. Another inter-university relation-

ship exists between Florida A & M University and Florida State University, dubbed "FAMU-FSU Cooperative Teacher Education Inter-group Relations." This new project assists the prospective teacher in making the transition from a segregated to a desegregated school system. Workshops and seminars act as the vehicle in accomplishing two primary goals: to familiarize both black and white prospective teachers with the nature of the desegregated school and to familiarize white teachers with words and terms which could be offensive to black students and co-workers.

There exists a very dim ray of hope that universities will implement innovative teacher education programs for the culturally different. Although black colleges and universities have provided the major impetus for change, their efforts may be negated because of the financial crisis facing them.

Teacher Corps Programs

Major emphasis of teacher corps programs is not simply to prepare teachers for various school systems, but, rather, to prepare a cadre of teachers capable of initiating creative teaching-learning experiences; to get into the communities and homes if necessary; and to knock down the bureaucratic walls of university teacher education programs if necessary. One of the great strengths of the teacher corps program is the utilization of experienced master teachers as team leaders who function extensively in pre-service training programs and throughout the two years of in-service training programs.

The basic assumptions of this program according to Sharpe (1968) include:

* First, a prerequisite to admittance would be a Bachelor Degree.

* Second, interns will have had little or no formal education for teaching.

* Third, that the program will be innovative and experimental but will meet the requirements for certification and the requirements for a Master's Degree.

* Fourth, much of the learning will grow out of experience and in many cases the experience will precede study. At the same time, this program will provide for rigorous graduate study, organized in such a way as to cover the traditional content of Master Degree Certification Program.

* Fifth, interns will necessarily have to take more than the traditional fifty-two hours of work to receive both the Master's Degree and meet certification requirements (p. 5).

An example of the prototype for this program is described by Sharpe (1968) in Figure 1. In Figure 2, Sharpe describes the comprehensive Teacher Corps Program scheme.

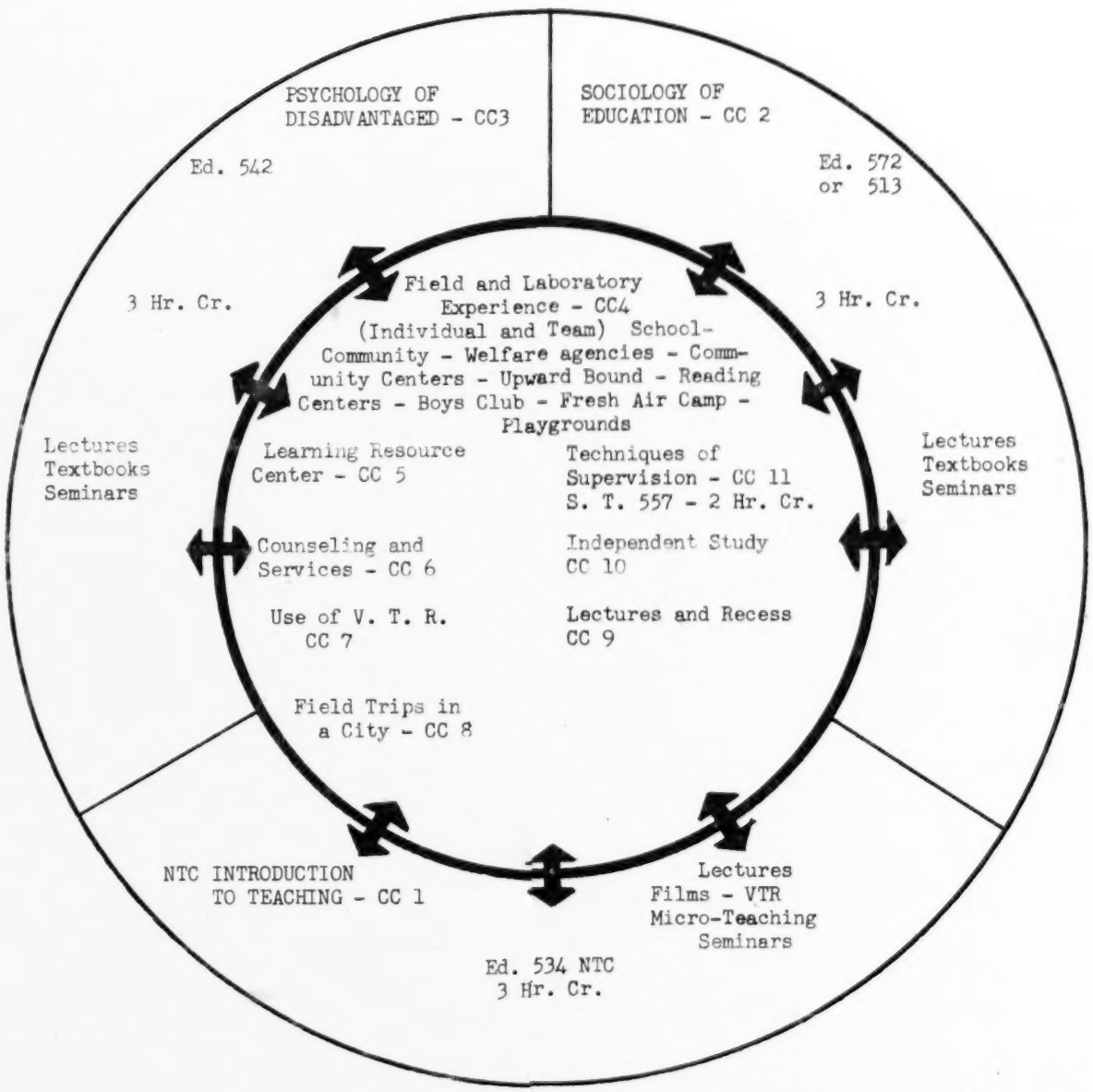
Figure 1

MODEL OF MAJOR CURRICULUM COMPONENTS

NATIONAL TEACHER CORPS

Pre-Service Education Program

Indiana State University


PSYCHOLOGY OF DISADVANTAGED - CC3
Ed. 542
3 Hr. Cr.
Lectures
Textbooks
Seminars
SOCIOLOGY OF EDUCATION - CC 2
Ed. 572
or 513
3 Hr. Cr.
Lectures
Textbooks
Seminars
Field and Laboratory Experience - CC4
(Individual and Team) School-Community - Welfare agencies - Community Centers - Upward Bound - Reading Centers - Boys Club - Fresh Air Camp - Playgrounds
Learning Resource Center - CC 5
Counseling and Services - CC 6
Use of V. T. R. CC 7
Field Trips in a City - CC 8
Techniques of Supervision - CC 11
S. T. 557 - 2 Hr. Cr.
Independent Study CC 10
Lectures and Recess CC 9
NTC INTRODUCTION TO TEACHING - CC 1
Lectures
Films - VTR
Micro-Teaching
Seminars
Ed. 534 NTC
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SCHEMA: RELATIONSHIPS AMONG OBJECTIVES, CURRICULUM COMPONENTS, AND EVALUATE COMPONENTS

PRE-SERVICE EDUCATION PROGRAM, NATIONAL TEACHER CORPS, INDIANA STATE UNIVERSITY

SPECIFIC OBJECTIVES	CURRICULUM COMPONENT*		
1. Affective Domain			
11 Identification	2 Sociology	6 Counseling	1 Intro to Teaching
12 Commitment	2 Sociology	4 Experience	9 Lectures, etc.
13 Adjustment	3 Psychology	4 Experiences	8 Field Trips
14 Self Acceptance	6 Counseling	4 Experiences	7 V. T. R.
2. Cognitive Domain			
21 Psychological Insight	3 Psychology	6 Counseling	1 Intro to Teaching
22 Sociological Insight	2 Sociology	4 Experiences	8 Field Trips
23 Techniques and Materials	1 Intro to Teaching	4 Experiences	5 Learning Resource Center
3. Skill Domain			
31 Human Relations	4 Experiences	6 Counseling	8 Field Trips
32 Planning—Innovating	4 Experiences	1 Intro to Teaching	5 Learning Resource Center
33 Surgence	4 Experiences	7 V. T. R.	6 Counseling
34 Diagnostic	4 Experiences	3 Psychology	1 Intro to Teaching
35 Leadership	4 Experiences	9 Lectures, etc.	7 V. T. R.
36 Communicative	4 Experiences	1 Intro to Teaching	6 Counseling
37 Thinking	4 Experiences	3 Psychology	2 Sociology
38 Adapting to Conditions	4 Experiences	8 Field Trips	6 Counseling

EVALUATIVE COMPONENTS**

E C 1. *Self Perception*

- 1.1 Art Comb's Techniques
- 1.2 Group Process (Bethel)
- 1.3 Empathy Scale (Gage)
- 1.4 Interaction Analysis (Flanders)
- 1.6 Minnesota Multi Phasic Inventory
- 1.7 Cattell's 16 P. F.
- 1.8 Video Tapes of Own Teaching

E C 2. *Staff Evaluations*

- 2.1 Counselor's Appraisal
  - 211 Interview in depth
  - 212 Observations
  - 213 Scales—Tests
- 2.2 Professor's Appraisal
  - 221 Practicum
  - 222 Psychology
  - 223 Sociology
- 2.3 Other Members of Staff
  - 231 Anecdotal Reports for Special Problems
  - 232 Final Summary Rating Scale (to be developed)
- 2.4 Appraisal of Video Tape Performance

E C 3. *Peer Evaluation*

- 3.1 Sociometric
- 3.2 Group Process
- 3.3 Informal Peer Relationships
- 3.4 Role Playing
- 3.5 Reactions to Video Tape

E C 4. *Comparative Evaluation*

- 4.1 School Records
- 4.2 Standardized Tests
  - 421 A.C.E., etc.
  - 422 16 P. F.
  - 423 National Teacher Exam
  - 424 Graduate Record Exam.
- 4.3 S.S.T.P.P.
- 4.4 T.C.A.P.
- 4.5 Stanford Teacher Competence Appraisal Guide

*The three most significant Curriculum Components are listed and identified by the Curriculum Compponent Number in the order of their importance in achieving the objective. Independent Activity, C. C. 10, will contributte to every objective and is, therefore, not identified.

Sharpe--National Teacher Corp 67.

**No attempt is made to show the interrelationship of the specific objectives and a specific evaluative procedure. Some of these are obvious. Perhaps, the final report can show such an interrelationship.

Figure 2

Reprinted with permission from "Teacher Corps Indiana State University Pre-Service Education Program, Summer 1968, and In-Service Education Program, 1968-1970," Donald Sharpe, Director. Terre Haute: Indiana State University, 1968, P. 28.

Volunteers in Service to America (VISTA) Programs

VISTA was created in 1964 to meet the demands of those people living in abject poverty throughout America. A six week training session was conducted prior to the volunteer's year of service consisting of the following program goals (Crook and Thomas, 1969):

1) To expose the trainee to actual conditions of poverty.

2) To review with the trainee the various dimensions of poverty: sociological, psychological, economic, and cultural.

3) To assist the trainee in gaining a better understanding of himself and his attitude toward poverty. To increase the trainee's knowledge of agencies, institutions, and social legislation that are concerned with the problems of the poor. In addition, to acquaint the trainee with a broad range program content that may or may not be operative in the community to which he is assigned.

4) To increase the trainee's awareness of people and the techniques and dynamics of working with them.

5) To help the trainee assess his own commitment, his strengths, and his needs.

Since VISTA's early inception, university students have volunteered to spend one year in poor communities, working on anti-poverty assisgnments related to their major field of study. At the same time they earn academic credits toward their degree. However, VISTA has lost its original identity and has become circumvented under the new federal program entitled ACTION. September of 1972 was the first year of still another new pilot program called University Year for ACTION (UYA). Consequently, the 1972-73 academic year witnessed the first concerted effort toward teacher education, in effect a four way partnership involving ACTION, the university, individual students, and local development agencies such as Legal Aid, a community school, or a Community Action Program. Perhaps the best example of a teacher preparation

program under the auspices of UYA has been undertaken by the University of Colorado, which is conducting a teacher training effort on the Oglala Sioux Indian Reservation near Pine Ridge, South Dakota.

The VISTA program of teacher preparation for culturally different populations has been successful in the process of acculturation but in many cases educational pedagogy has been neglected. ACTION provides a comprehensive approach to teacher preparation, though it is too early to appraise the results.

A Tested Series of Practical Experiences

A study was conducted in cooperation with The Center for Vocational and Technical Education at The Ohio State University, Columbus, to develop a "Clinical Experience Manual" for use by teachers of culturally different or disadvantaged students (Huffman and Welter, 1972). This manual offers a series of 20 clinical experiences for use with prospective teachers prior to student teaching.

In the first three sets of experiences, a deductive approach is used: "Developing a Background through Secondary Sources," "Learning About the Disadvantaged Community," and "Getting to Know about Disadvantaged Students." Specific activities include reading newspapers and magazines available within a community, reading and discussing books about the disadvantaged, visiting courts and hospitals, visiting missions and churches, spending a school day with a disadvantaged student, and a visit to a student's home with a social worker. An experience guide gives a brief description, objectives, procedures, and applications for each activity. Also included are checklists, observation guides, and critical incidents.

An inductive approach is used in "Getting to know a few disadvantaged

students well." Experience and understanding are gained through tutoring, visiting homes, and small class instruction.

Resources such as this remain dependent upon effective utilization by concerned teacher educators in the development of effective teachers for culturally different youth.

A VIABLE MULTICULTURAL PROGRAM

A bold new strategy for change, comparable in substance and degree to man's first step on the moon, must be initiated if the cemented straps of orthodoxy in teacher education for the culturally different are to be broken. The comprehensive model which follows is designed to place power and teacher preparation decision making at the local school system level with support from an accrediting agency such as a major university. This strategy represents the apex for bona fide change if, and only if, there is adequate political and economic commitment.

Phase I - The Pre-Service Educational Component

The pre-service educational component should be designed to prepare the following clientele groups: clerical aides, teacher aides, technical aides, student teaching interns, and professional university interns.

A) The objectives for this component include:

1) To identify the economic, social, religious, cultural and academic influences that shape human growth, development and learning of the culturally different children, youth, and adults.

2) To identify "teaching styles" and approaches that are effective educational vehicles in working with the culturally different children, youth, and adults.

3) To develop bilingual and bicultural materials incorporating the above information.

4) To select and prepare key paraprofessionals for Phase II and III.

B) Three basic pre-service modules are essential:

1) Activities and modules dealing with the processes of inculturation and/or acculturation.

a) Home visitations and/or live with families in the community.

b) Attend all social, religious, cultural and community activities.

c) Observe pre-schools, elementary schools, community colleges, post-secondary institutions, universities, plus the various types of school systems (i.e., public, private, mission, experiemental and others) found in the community.

d) Augment all community and family experiences with supplementary readings, movies, monograms, history, and research.

e) The participant should keep a daily diary of all activities and experiences.

2) Professional field experiences dealing with all social, welfare, political and legal agencies serving the community.

a) Visitations to the aforementioned agencies.

b) Engage in the basic modes of employment found in the community and/or adjacent areas.

c) Secure pertinent factors regarding the basic economy of the community.

d) Examine job applications, job interviews, procedures, basic wage earnings, job benefits, promotional ladders, and individual and family benefits.

e) Determine where the minority youth go, i.e., migration patterns, college bound and armed forces.

f) Augment with written literature, papers, and documents from these basic experiences.

3) Bilingual and bicultural academic planning and teaching.

a) Observe and plan for facilitation on a gradual and limited base, i.e., based upon the teaching readiness level of the student intern for perhaps a one hour block to a full time teaching load.

b) Survey all facilitation materials necessary for effective bilingual-bicultural education, i.e., audio-visual equipment, books, references,

laboratory equipment, field trip procedures, movies, film strips, etc.

c) Prepare weekly micro-teaching sessions dealing with introducing a lesson, motivation, questioning, and closure.

d) Develop effective facilitation plans for a given unit.

e) View simulation movies and appraise their results.

f) Appraise attitudinal changes resulting from these vicarious experiences, i.e., empathy, acceptance, commitment, and learner expectations.

g) Rigorous evaluation of the total experiences and either accept or reject teaching as a profession.

To insure a comprehensive pre-service component, the following integrated activities are necessary: concurrent seminars, inter-action analysis, group inquiry sessions, and joint evaluation matrixes; provisions for supervision of student teaching interns and professional interns as they acquire expertise in classroom facilitation-learning situations; provisions for a resource center for scholarly inquiry vis-a-vis readings, viewing video tapes, and research publications dealing with bilingual and bicultural education; and a means of providing the university with both written and oral recommendations of the student teaching interns' and professional interns' capabilities for effective teaching.

Phase II - The In-Service Educational Component

The in-service educational component should be designed to meet the needs of two clientele groups: the first year teacher of minority students and those teachers who have been actively involved in teaching these students.

The objectives of this component include:

1) To prepare supportive and degree staff in the field of minority education.

2) To prepare teachers and supportive personnel in effective bilingual and bicultural teaching methodology.

3) To prepare teachers and supportive personnel to work in and to develop community controlled schools.

4) To introduce minority leaders to education, its goals, its methods, and its outcomes.

5) To identify inherent facilitation-learning problems and their causes based on conventional teaching, development and evaluative concepts regarding the particular minority group.

6) To understand the basic concepts in the psychology of learning of the particular minority group.

7) To understand the basic concepts in human growth and development of the particular minority group.

8) To understand the basic concepts dealing with educational evaluative procedures of the particular minority group.

In-service education should be an integrated sequence in a baccalaureate degree program or a non-credit certificate program leading to a special citation. Quality activities should include: orientation seminars, in-service workshops in learning, development and evaluation; and educational processes and implementation practica.

Local school systems and affiliated universities should consider the following topical areas from which the above mentioned activities could be placed in the realm of implementation:

1) Identification of problems common to teachers serving a particular minority group.

2) Obtaining consultative assistance in providing remedies to these problems.

3) Discovering how to implement findings based upon research, experiences and sound logic.

4) Determining the ideologies, beliefs, and values actually professed by the particular minority group.

A multidisciplinary approach, in form and content, is advocated with local facilitation personnel, community people, clinical psychologists, counseling psychologists, anthropologists, curriculum specialists, sociologists, political scientists, and developmental economists exhibiting an action oriented philosophy. Supplementary activities, such as extensive readings, field visitations, movies, films, plays, bibliographies and appropriate music are encouraged at the in-service level.

Phase III - Graduate or Internship Educational Component

Teacher preparation for the culturally different should not terminate upon fulfilling the requirements for the baccalaureate degree. A comprehensive program must provide an integrated sequence in either a master's degree program or a non-credit certificate leading to a special citation by demonstration of the teacher's ability to raise the academic achievement of his minority students and contributions toward the professional growth of his peers.

The essential component parts of this program would include:

1) Extension of quality learning experiences fostered during the professional internship.

2) Increased skills in educational pedagogy for the particular minority group.

3) Introduction to basic theories and concepts of the psychology of learning; human development; and educational procedures for accountability.

4) Provide the educational framework in which psychological, sociological, and behavioral experiences are brought into the context of the school program and individual laboratory.

THE QUESTION OF LOGISTICS AND PRIORITIES

The multicultural teacher education program described here is planned to cover a period that would liquify from a condensed, intensive, four and one-half years to what might become an enriched five and one-half years, and would lead to either a full professional certification or a non-certificated citation.

Professional Career Ladder

Awarding of the degree of master of teaching or non-certificated citation should be based on the following career ladder:

* Instructional Specialist
* Professional Teacher
* Associate Bilingual Teacher
* Assistant Bilingual Teacher
* Bilingual Teacher Aide
* Professional Bilingual Intern
* Clerical or Technical Aide

Ostensibly this career ladder should be based on a feasible scheme taking into consideration the number of years the teacher has served culturally different students; specialized preparation within a given discipline; evidence of raising the academic achievement level of culturally different students; expertise in diagnosing bilingual and bicultural learning situations; skills in facilitating active learning experiences; empathetic perceptions of cultural values, attitudes and belief patterns; and both a subjective and objective appraisal of the efficiency of the teaching-learning processes.

Remuneration and professional advancement should be awarded simultaneously.

Institutional Accreditation and Responsibilities for the Program

A major accreditation agency such as a university should be solicited for accreditation of undergraduate courses, professional field experiences, independent studies, seminars and practica, coordinated studies, and teaching experiences based upon a credit hour equivalency consistent with the university's policies. The services rendered by such a cooperative arrangement would include: (1) a safeguard for teachers moving to another school system; (2) awarding of legitimate degrees and certification of teaching excellence; (3) provisions for consultants; (4) a source of prospective minority teachers and administrators; (5) the utilization of scholarly research and campus facilities; (6) the major impetus for needed change regarding the university's teacher preparation program for minorities; and (7) tuition waivers and yearly sabbaticals for both university personnel and on-site teachers.

Supportive Services

As advocated before, a multidisciplinary approach to teacher preparation for the culturally different will insure optimal results. Yet the majority of the administrators and preparation staff should be procured from the local school system. The major advantages of this assertion seem quite obvious: a realization of the basic educational needs of the minority population; effectual modes of teaching-learning as a result of experience; establishment of community and school rapport essential for launching educational change; a day by day appraisal of real life situations confronting teachers and learners; and a reduction in overall expenditures. Local sites can thus solicit the expertise of principals, effective teachers, directors of special services,

and community resource people.

University professors and consultants should be invited to share their expertise upon the request of the local school system. Careful scrutiny of outside resource personnel becomes a crucial point if their effectiveness is to be realized. Such university personnel should possess vivid understandings of a given minority population. Selectivity becomes of paramount importance.

Summary of Recommendations

All institutions and agencies are facing a new urgency in preparing quality teachers for culturally different populations. Thus, the following features represent a summary of the premises upon which the teacher education program for successfully preparing teachers for the culturally different is based:

1) Vigorous efforts must be placed on recruiting and selecting teachers from the ranks whom they serve.

2) Professional teacher preparation curricula for the culturally different must provide a wide array of courses, field experiences and activities.

3) Teacher preparation institutions and agencies for the culturally different must provide a continuum of educational experiences from entry to retirement.

4) Teacher preparation for the culturally different must prepare the teacher to genuinely utilize parental involvement in developing realistic educational experiences for their children.

5) Early involvement with culturally different children, youth, and adults must be an important element in teacher preparation for beginning teachers enrolled in agencies and institutions designed to meet the needs of the culturally different.

6) Teacher preparation programs for the culturally different must be designed so that the teacher has an excellent chance for success.

7) Beginning teachers of the culturally different must become

increasingly "person oriented" and "student centered."

8) Teacher preparation for the culturally different must become a cooperative venture between local school systems, state departments of education, universities, industries, and community organizations.

9) Teacher education for the culturally different must establish state, regional and national councils to insure a political power base from which adequate financing can be secured.

10) Either a four-day teaching week or 15 to 20 percent of the culturally different teachers contractual time should be spent cooperatively with the university, local school system and community in conduction of pre-service education, in-service education, action oriented research and/or professional improvement activities.

11) Dissemination and sharing of successful teacher education programs must be made available to all agencies and institutions preparing quality teachers for these populations.

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